

Report of Program Accreditation Recommendations

March 2011

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Bilingual Authorization

University of California, San Diego- Spanish, Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin, Vietnamese

The Bilingual Authorization program within the Education Studies Program (EDS) at the University of California, San Diego, prepares Multiple and Single Subject candidates for the bilingual authorization in Spanish, Arabic, Cantonese, Filipino, Japanese, Korean, Mandarin or Vietnamese. The program will also serve credentialed teachers who wish to add the bilingual authorization to an existing credential that authorizes service to English learners in California. Candidates develop depth and breadth of knowledge in the history and culture of language of emphasis groups through a wide range of course offerings at UCSD, including courses in the Departments of Linguistics, Literature, Anthropology, Ethnic Studies, and History. Core EDS Bilingual Authorization coursework, conducted in collaboration with the American Sign Language-English Bilingual Education program, includes the history, politics and theory of bilingual education, language and culture in education, equitable educational research and practices, and bilingual instructional practices. All candidates engage in substantive field experiences with K-12 students from language of emphasis groups through completion of student teaching or internship assignments (MS and SS candidates) or a research practicum (post-credential candidates). Candidates demonstrate competence in bilingual methodology and knowledge of the culture of emphasis through signature assignments aligned to the Bilingual Authorization Program Standards that are embedded in core coursework and field experiences. Candidates for the bilingual authorization in Spanish may demonstrate language competence through coursework and program assessment. Candidates in all other languages of emphasis demonstrate language competence by examination.

Program(s) of Professional Preparation for the Preliminary Education Specialist Credential
High Tech High – Preliminary Education Specialist Mild/Moderate District Internship

The goal of the HTH Preliminary Education Specialist, Mild/Moderate District Intern Program (ES DI Program) is to prepare candidates for the multi-faceted role of the special education teacher in the 21st century. ES Interns take logically sequenced, essential coursework including 120 hours of pre-service instruction and observations, Case Management, Theory and Methods of Beginning Reading, Mild/Moderate Characteristics, Instruction and Assessment Methods, Positive Behavior Supports, Transition and Planning, Preparation to Teach English Learners, Health, and Assistive Technology. ES Intern's build knowledge through standards based coursework, practicum, supervised teaching and support from an on-site trained Mentor. Practical application informed by research drives the design of all coursework and fieldwork. Candidates leave this program with the knowledge, skill, and ability to support K-12 students with Mild/Moderate disabilities across the continuum of educational settings. The mission of all adult learning programs at HTH is to develop reflective practitioners who delve into increasingly complex teaching issues.

Program(s) of Professional Preparation for the Clear Education Specialist Credential
San Mateo County Office of Education

The San Mateo County Office of Education will provide Education Specialist Induction services to all qualified candidates holding a Preliminary Credential to enable them to attain a Mild/Moderate or Moderate/Severe Credential within the CTC-approved standards. The collaborative program will utilize resources of our districts' and county special education programs with Support Providers matched to Participating Teachers with like credentials to assure best practices and pedagogy resulting in new teachers demonstrating competency growth over time.

The SMCOE Clear Education Specialist Induction Program will provide candidates the opportunity to receive services within the CTC-approved SMCOE BTSA Induction Project as appropriate, to further inform teacher practice through formative assessment and the process of inquiry.

Program(s) of Professional Preparation for the Education Specialist Added Authorization
Wiseburn School District-Project Optimal – Traumatic Brain Injury

The purpose of this TBI Added Authorization is to provide advanced, specialized training for Education Specialists credential holders here in California who work with K-12 pupils with a Traumatic Brain Injury and who need to add expertise in the areas of special education that were not part of their original credential authorization. Candidates will not only be able to demonstrate an understanding of the many unique characteristics of students with a traumatic brain injury but be able to demonstrate the skills necessary to be part of an interdisciplinary team to support the transition from the home or hospital instruction to appropriate school reintegration and clearly demonstrate the ability to make changes in the critical areas for appropriate and effective service delivery. As a candidate moves through the program the competencies are presented and then tested. These competencies will build upon one another to ensure a solid foundation in the

understanding and application of the specific support and teaching strategies for Students with a Traumatic Brain Injury

Program(s) of Professional Preparation for the Career and Technical Education Credential
Santa Clara County Office of Education/Metropolitan Education District (MetroEd)

Metropolitan Education District (MetroED) exists as a local Joint Powers Agency (JPA) consisting of six major school districts—Campbell Union High School District, East Side Union High School District, San Jose Unified School District, Santa Clara Unified School District, Los Gatos-Saratoga Joint Union High School District, and Milpitas Unified School District. MetroED’s programs are fully accredited by the Western Association of Schools and Colleges (WASC) and all teachers are credentialed by the State of California. As a local education agency, MetroED (Santa Clara) currently offers credentialing services and teacher preparation for career-technical education instructors. With the reduction of Designated Subjects programs, it is anticipated that MetroED will provide these services to an increasing number of candidates in the area. MetroED is committed to providing a coordinated teacher training program appropriate to the designated subjects credentials that is responsive to California’s adopted standards and curriculum frameworks. MetroEd facilitates teacher learning through research-based practices, accountability data and continual measurement of achievement. MetroED also strives to connect candidates and hiring agencies, as well as a centralized resource for credential processing, teacher preparation, and recommendation for the Designated Subjects Career Technical Education Credentials. Continued stakeholder involvement will be achieved through the continuation and expansion of the Executive Advisory Board to include representatives from ACSA, University of California, California State University, California Community Colleges, and community agencies. Coordination for the total program will be provided by the MetroED management team.

Program(s) of Professional Preparation for the Speech Language Pathology Credential
Chapman University

The Communication Sciences and Disorders (CSD) Graduate Program at Chapman University, Orange, California was opened in Fall 2009 to prepare speech language pathologists (SLP). It is a two-year, full time 64 unit program culminating in a master-of-science degree. With three full time tenure/tenure track faculty, two part time faculty, six adjunct faculty, six university fieldwork supervisors, and an administrative assistant, the CSD program received initial accreditation from the American Speech Language Hearing Association (ASHA) on August 3, 2009. Arranged in a 30-student cohort, candidates experience three of their five field placements in K-12 public schools, birth to three programs, early intervention, and young adult transitional settings in three counties. Candidates are assessed for CTC program competencies at pre-determined times within their sequence of linked coursework and fieldwork.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

San Diego Unified School District

Single Subject Internship Credential Program, effective July 1, 2011.

Multiple Subject Internship Credential Program, effective March 17, 2011.

Education Specialist: Mild/Moderate Disabilities District Internship (Level II) Program, effective March 17, 2011.

Norwalk-LaMirada Unified School District

General Education (MS and SS) Induction Program, effective September, 2010.

D. Professional Preparation Programs(s) Requesting Reactivation

None

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following program has been requested by the institution. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

Saint Mary's College of California – Level I and Level II Moderate/Severe Education Specialist Credential Program